

English Remediation Subcommittee Meeting
Monday February 4th, 2019

English Remediation Subcommittee

I. Literacy Cadre Updates

Updates:

- Currently looking at materials being used in 9th-12th grade and in the IHE'S
- The cadre is looking at how research is being taught in 9th-12th grade versus what is expected in Freshman year English courses
- There is a statewide literacy plan in the development phase
 - 4 Strategic intents
 1. High quality instructional materials aligned between districts and schools
 2. Standards aligned instruction
 3. Early learning, bridge gap from pre-k to kindergarten
 4. Teacher preparation
 - Main focus right now is on K-3 literacy

II. Disciplinary Literacy Communications Strategy

Start with a communication strategy

- Need to ask: What is the message, and whom do we want to get the message to?
- We need a clear goal of what we want to accomplish with this communication strategy
- Once there is a clear goal, we need to know how to get the message across to our key audience

Opportunities to engage

- Literacy Cadre
 - Two groups:
 - 1. K-5
 - 2. 6-12
 - The group includes instructional coaches
 - Opportunity to invite all content level coaches from the districts that have them to these meetings
 - The literacy coalition includes instructional supervisors from the district who manage and oversee all of the content areas
 - Looking at grades 9-10 literacy standards

II. Building the Platform

1. What is the conversation we want to have?
 - Do we want to be narrowly focused, or more broadly focused?
 - One content area versus broad
 - Do we want to focus on ELA teachers or another content area first, and then use that as a model?
 - What are we trying to direct them to? What will motivate them?
 - What do we want to utilize and why?
 - What change do we want to see in these content areas?
 - Who are we talking to, and what do we want them to accomplish?
 - ** Need to clarify our goals before moving forward
2. What is our focus?
 - Looking at the gaps
 - Looking at new material
 - Focus on preparing students for higher education,
 - Need to be cautious not to be test preparation focused
 - Science/social studies teachers are invested in literacy, because it affects their subject matter, but not sure how to incorporate it into curriculum
 - How to help struggling readers in high school get to college
 - Getting students college ready in these content areas

Group discussion

- Do we prepare students for the SAT so they can get into the college course? Or do we prepare students to do well in Freshman Composition, risking that they possibly won't get a high enough SAT score to get into a good school?
 - Need to ask why there is not alignment between the competencies necessary to succeed both on the SAT and in Freshman English courses
- 11th grade teachers are being held accountable to teach rhetorical analysis
 - How do we give students well-rounded curriculum to best prepare them both for SAT and college?
- Looking at senior English, how do we use this time to lead them into success?
 - What is happening in 12th grade English courses?
 - Can this year be used to bridge the gap between SAT success and success in college level English coursework?
- Some students in college want to only take classes for their major and don't understand why they need freshman composition
 - Need to bring awareness to how argumentation, communication, reading and writing is embedded in all subject areas
- Why can students with a high GPA/SAT score still not do well in freshman composition classes?

- Are the skills missing?
 - Or is it just a lack of willingness to do the work?
- Does SAT readiness equate to freshman comp readiness? And if not, why not?
- How do we measure success of remediation strategies?
 - Accuplacer vs. SAT vs. AP Lang and Comp vs. AP Lit
- What work do we need to do to be able to create this profile?
 - Expectations of students, discipline
 - Do we need to have College Board at the table?

Framework for literacy expectations

- What should a student know before entering into an IHE, and what will be expected of them?
- What knowledge do you need to be successful in a freshman composition course
- Discipline as a learner (habits, skills, expectations)
- Why literacy is necessary in all disciplines
- Student discipline
 - More than just content, includes behavior, expectations, willingness to study and do the reading, etc.

III. Calendar

Full Group Meeting Dates:

1st Mondays every 2 months (In person)

4/1, 6/3, 8/5, 10/7

Research Committee Meeting Dates:

3rd Mondays every other month (virtual Go to Meeting)

3/18, 5/20, 6/23, 9/23, 11/18

IV. Next Steps

Moving forward, a document will be created to organize our notes and thoughts and to help frame where we are going

Homework:

- 2/20 – Get expectations of students as learners to Shana
- 3/6 – Read through the materials in their entirety so we can capture notes, thoughts and questions
- Throughout March we will work to create a document that the Research and Evaluation group can work through